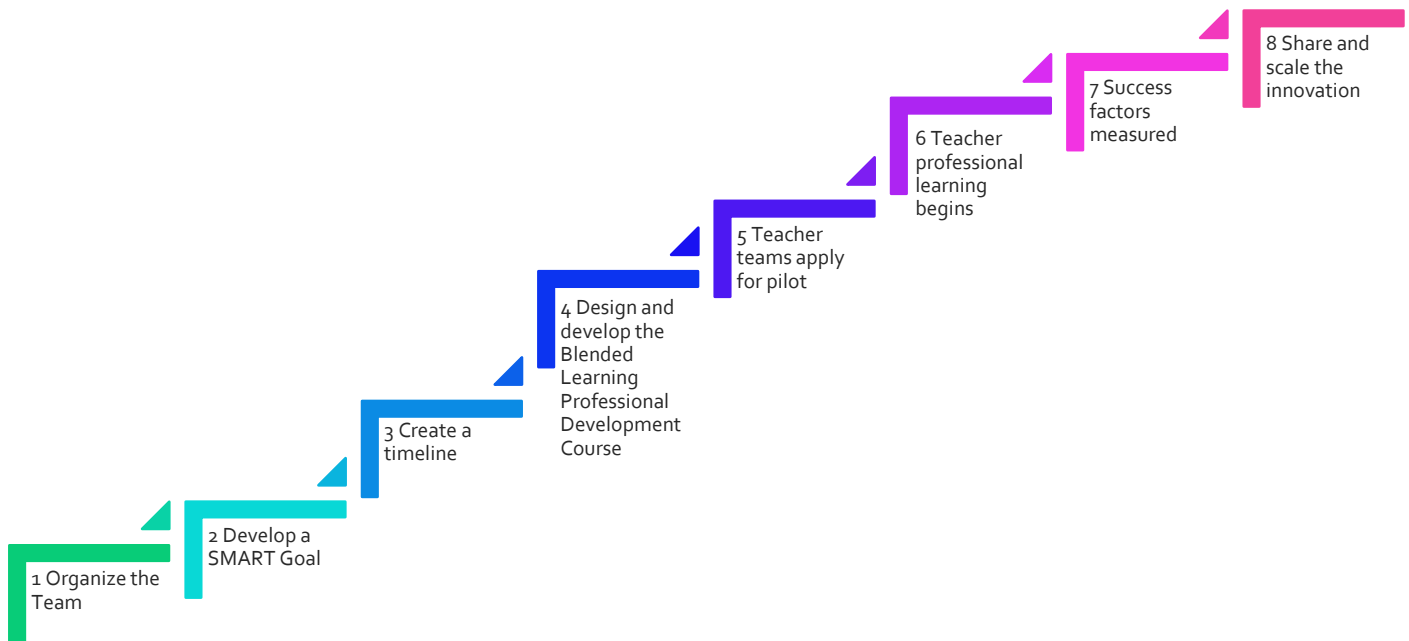


BLENDED LEARNING PROFESSIONAL DEVELOPMENT: IMPLEMENTATION OUTLINE

BLENDED LEARNING PROFESSIONAL DEVELOPMENT

Professional learning matters. It is one of the single most contributing factors to student achievements. With the implementation of blended learning professional development, it is imperative that teachers are prepared for this new instructional model and role. This process will outline the



necessary steps for us to move teachers to blended learning so that they can, in turn, provide more personalized and differentiated instruction to meet the needs of their various learners.

CREATING CONDITIONS FOR SUCCESS

Organizing the Team- this part of the process is critical for us securing the right people for this innovation in our district. This team will collaborate to craft a SMART goal, develop the professional learning, outline content area and platform support, and factors that will determine the success.

SMART Goal- the first task of the team will be to craft a SMART Goal for this innovation.

Building Support- one of the first things we will share with the group and the Curriculum Department is the video that I created for this course. This will be just one of the ways to enlist support. Each member

of the team will share this with their department and communicate the innovation plan with their respective teams.



PLANNING

Timeline – The duration for this entire plan from beginning to end will last about 9 months. In the first couple months (August and September) the team is meeting to learn and prepare the blended learning instruction for the Algebra I and English I teachers. In October the promotional video is sent to Algebra I and English I teacher teams with the application to apply. Participants will be notified in November. The blended learning professional development pilot will begin in January. At this time participants will have access to the online learning content and scheduled face-to-face learning teams and instructional coaches are assigned for support. The end of this support is in April. Participating teachers will then submit feedback, reflections, student data, and suggestions for improvement.

Professional Development Course Platform/Content – the course will be developed by the team of curriculum helping teachers and digital learning specialists. They will also create the course in Schoology and provide the ongoing support that teachers need for this innovation.

Face to Face/Online Support- The curriculum helping teachers and digital learning specialists will develop and facilitate face-to-face professional learning in small groups and on individual coaching basis.

IMPLEMENTATION

Professional Development – teachers will begin the professional learning in January and there will be deadlines for the online content so teachers will be ready for the face-to-face content. Because it will be delivered as a “flipped classroom” model the learning content will need to be complete prior to the face-to-face sessions.

Implementation Support- one of the benefits of the support is many of the curriculum teachers and digital learning specialists are already assigned to campuses and support is built in our district model of support. In addition, participating pilot teachers will apply in teams so they will also have each other in the learning team to help them in their planning and implementation and support when they need it.

Culture – another benefit for having them apply as teams is that it has the potential to have a greater impact on the culture of the campus as these teachers team up to learn more about blended learning. Then, they can share their learning with other teachers on their campus in the event that they want to expand the innovation in other content areas.

Communication- we will use the learning management system, Skype for Business, and face to face communication to be in communication. We will also have teachers, students, parents, and specialists complete an evaluation survey at the end of the program.

Success Factors – before professional learning begins, the team will put together some success factors and we will measure them at the end of the

CONTINUOUS IMPROVEMENT

Sharing Successes and Lessons Learned – when the pilot ends we will share the success with the curriculum department, digital learning department, and Director of Curriculum. We may even share it with the faculty, staff, and parents at the participating campuses.

Measure Impact- outside of student data on district assessments, state standardized assessment, we will also consider student interviews.

Scaling the Innovation – we will review all the data at the end to determine when, where, and how to improve and expand the innovation to other courses.

References

Bailey, J., Martin, N., Schneider, C., Vander Ark, T., Duty, L., Ellis, S., Owens, D., Rabbitt, B., Terman, A.
(2013) Blended Learning Implementation Guide. DLN Smart Series Version 2.0.